

State of Michigan

Title IV, Part A – State Grant Program Formula and Supplemental Funds

EVALUATION REPORT: 2001-2002

Prepared for:

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**State of Michigan
Title IV, Part A - State Grant Program**

EVALUATION REPORT: 2001-2002

I. Executive Summary

This report is provided to comply with the requirements in Section 4117 of the Safe and Drug-Free Schools and Communities Act (SDFSCA) in which the Secretary of Education collects information concerning the implementation of the SDFSCA State Grant Program.

Between July, 2001 and June, 2002, there were 665 (or 85%) LEAs in Michigan that received funds for prevention activities under Title IV, Part A, Safe and Drug-Free Schools and Communities Act (SDFSCA), either as an individual LEA or through a consortium, Intermediate Education Agency, or other district cooperative. Over half (53%) of all students were enrolled in an LEA that received SDFSCA funds. The range of services and activities funded under SDFSCA varied widely, but at least 50% of the awards included violence or drug prevention instruction, teacher/staff training, or conflict resolution/peer mediation.

Review of the state's goals under SDFSCA showed significant progress made in each goal. Accomplishments include the following:

- Over 70% of grantees utilize evidence-based programs during the 2001-2002 reporting period;
- Results from the YRBS show that Michigan youth are taking fewer risks, as significantly fewer teens are smoking, drinking, carrying weapons, initiating sex at an early age, and getting pregnant. Other positive trends include improved seatbelt and bike helmet use. No trends in the reverse direction were observed.
- The 2001 YRBS survey results also indicate significant changes in behaviors in Michigan, with fewer teens engaging in risk behaviors;
- ODCP has developed and nurtured a philosophy of collaboration and coordination as it seeks to increase operational efficiency in an atmosphere of accountability and limited financial resources;
- The number of nonpublic schools which participate in Title IV increases yearly, which is due in part to coordination and collaboration between ODCP and various nonpublic school associations and the state-and local-level Catholic Archdioceses;
- Promoting the utility of evaluation beyond that of accountability has helped ODCP to make evaluation meaningful to grantees and reduce their negative perceptions and fears of evaluation. As a result, over 90% of grantees in 2001-2002 successfully developed outcome goals/objectives and utilized evaluations with pre/post outcome measures;
- Michigan Department of Community Health conducted a Community Prevention Systems Assessment (COMPSA) Survey, which will be used by ODCP to focus training and technical assistance efforts.

Several exemplary programs were identified by ODCP, including Hamtramck Public School District, Oscoda Schools, Taylor Schools and Wayne-Westland Community Schools.

II. Office of Drug Control Policy

The director of the Office of Drug Control Policy (ODCP), an office within the Michigan Department of Community Health, is appointed by the governor and serves as director of ODCP, is the entity responsible for implementing funding portions of Title IV, 21st Century Schools, Part A, the Safe and Drug-Free Schools and Communities Act contained in the federal *No Child Left Behind Act of 2001*. This includes the: State Grants program and the Governor's Discretionary Grants program.

ODCP is also responsible for administering several substance abuse education, prevention and treatment programs, and coordinates the state's anti-drug education initiatives, and works with local law enforcement authorities and educators to provide school resource materials and prevention strategies. This insures that funds are well coordinated and used effectively. ODCP believes it is important that our schools and communities implement Title IV programs and activities that truly benefit students and youth not ordinarily served by schools.

The reauthorization of Title IV, 21st Century Schools, Part A, *Safe and Drug-Free Schools Act* (SDFSCA), emphasizes the utilization of scientifically-based research programs and activities that have proven effective over time. There are numerous prevention programs available, and ODCP, following the direction of the clear intent of the statutory language, intends to assist schools and community-based organizations in selecting appropriate, scientifically-based violence or drug prevention programs. The entire funding process is demanding, but the emphasis on scientifically-based research in identifying needs, in establishing measurable goal and objectives, and in employing reliable evaluations, is the important distinction between a program that works and one that does not.

ODCP expects all funded programs to be coordinated with other federal, state, and local programs that deal with drug and violence prevention.

III. Summary of SDFSCA awards, service recipients and program service/activities

Between July, 2001 and June, 2002, a total of 665 (or 85%) of local educational agencies (LEAs) in Michigan received funds for prevention activities under Title IV, Part A, Safe and Drug-Free Schools and Communities Act (SDFSCA), either as an individual LEA or through a consortium, Intermediate Education Agency, or other district cooperative. Most LEAs not applying for funds were new charter schools or LEAs with minimal allocations, due to student enrollment. Every LEA received an allocation.

Over half (53%) of all students were enrolled in an LEA that received SDFSCA funds. Exhibit 1 (below) summarizes the number and percentage of participating LEA and students:

EXHIBIT 1: Number of LEAs and Students Receiving SDFSCA Funds

	Number of LEAs	Percent of LEAs
LEAs that received SDFSCA funds through <i>consortia</i> , Intermediate Education Agencies, or other district cooperatives	531	67.7
LEAs that received SDFSCA funds individually for the reporting school year	134	17.1
LEAs that did <u>not</u> receive SDFSCA funds	119	15.2
TOTAL LEAs in Michigan	784	100
	Number of Students	Percent of Students
Students in LEAs that received SDFSCA funds through <i>consortia</i> , Intermediate Education Agencies, or other district cooperatives	612,227	33.1
Students in LEAs that received SDFSCA funds individually for the reporting school year	378,389	20.4
Students in LEAs that did <u>not</u> receive SDFSCA funds	860,428	46.5
TOTAL Students in Michigan	1,851,044	100

The range of services and activities funded under SDFSCA varied widely, as shown in Exhibit 2. At least 50% of the awards included one or more of the following services/activities: (a) drug prevention instruction, (b) violence prevention instruction, (c) teacher/staff training, and (d) conflict resolution/peer mediation.

Less than one percent (.3%) of LEAs used SDFSCA funds to conduct special one-time events, which reflects the strong message promoted nationally and by ODCP regarding the importance of providing a comprehensive offering of prevention programs, activities, and/or services rather than just “one-shot deals.”

EXHIBIT 2: Number of Awards by Type of Service/Activity

Type of service/activity	Number of LEAs	Percent of LEAs (Total LEAs awarded SDFSCA funds =665)
Drug prevention instruction	469	70.5
Violence prevention instruction	426	64.1
Teacher/staff training	398	59.8
Conflict resolution/peer mediation	328	50.3
Parent education involvement	319	47.9
Curriculum acquisition or development	291	43.8
Student support services	284	42.7
After-school or before-school programs	146	21.9
Community service projects	126	18.9
Alternative education projects	105	15.8
Other	95	14.3
Security personnel	60	9.0
Security equipment	46	6.9
Services for out-of-school youth (school age)	44	6.6
Special one-time events	2	.3

IV. Michigan's measurable goals and performance report under SDFSCA

GOAL 1. To continue supporting programs that meet the seventh national education goal by preventing violence in and around schools, and strengthening programs that prevent the illegal use of alcohol tobacco and drugs, involving parents in coordination with related federal, state, and community efforts and resources.

PERFORMANCE REPORT

The primary role of ODCP to support this goal is to encourage and support the use of evidence-based programming among grantees. To that end ODCP has:

- conducted regular workshops and meetings on selected evidenced-based programs such as Project Alert and Second Step (see Attachment E for complete list of training and technical assistance activities during this report period);
- purchased over \$20,000 of evidence-based programs and related materials for attendees of meetings/workshops on selected programs;
- developed application materials that emphasize the importance of using evidenced-based programs;
- conducted stringent reviews of all grant applications, and provided follow-up consultation as needed regarding awareness/education about evidence-based programs;
- funded programs that utilize best practices and evidence-based programs;
- distributed evaluation reference materials and workbooks at training events; and
- required a violence free school plan, updated yearly, from each LEA applying for Title IV funds, prepared in cooperation with and approved by local law enforcement, the prosecutor's office, juvenile court, students, and parents.

These efforts have resulted in over 70% of grantees utilizing evidence-based programs during the 2001-2002 reporting period (see Attachment A: Michigan Performance Report Data: Education Formula and Supplemental Grants).

GOAL 2. Michigan will conduct a statewide student drug and violence survey that will form a core measure to determine impact of the SDFSCA program.

PERFORMANCE REPORT

For the past six years, the Michigan Department of Education conducted bi-annual student surveys using the Center for Disease Control's Youth Risk Behavior Survey. The 2001 results for Michigan are extremely positive (see attached YRBS Fact sheet). With the help of ODCP, Michigan is one of only a handful of states with sufficient response rates on three consecutive YRBS survey administrations (1997, 1999 and 2001) to have scientific trend data.

Results from the YRBS show that Michigan youth are taking fewer risks, as

significantly fewer teens are smoking, drinking, carrying weapons, initiating sex at an early age, and getting pregnant. Other positive trends include improved seatbelt and bike helmet use. No trends in the reverse direction were observed.

The 2001 survey results also indicate significant changes in behaviors in Michigan, with fewer teens engaging in risk behaviors (see Exhibit 4).

EXHIBIT 4: Results of the 2001, 1999, and 1997 Youth Risk Behavior Survey: Significant Changes in Behaviors in Michigan

Percentage of Michigan High School Students Who...	2001	1999	1997
Rarely or never wore a bicycle helmet in the previous year	89	NS	95
Rarely or never wore a seat belt as a passenger in the previous year	8	14	19
Carried a weapon in the previous month	13	NS	19
Carried a gun in the previous month	5	NS	7
Carried a weapon on school property in the previous month	5	8	8
Considered attempting suicide in the previous year	18	NS	24
Planned suicide in the previous year	15	NS	19
Ever tried cigarettes	64	72	75
Smoked cigarettes in the previous month	26	34	38
Smoked cigarettes on school property in the previous month	9	13	17
Smoked cigarettes frequently (on 20 of the past 30 days)	13	NS	20
Smoked 2+ cigarettes on days they smoked in the previous months	18	NS	27
Smoked 10+ cigarettes on days they smoked in the previous months	6	NS	3
Smoked cigarettes on school property	17	NS	9
Smoked cigars in the previous month	15	20	N/A
Any tobacco use in the previous month	30	39	N/A
Drank alcohol prior to age 13	27	NS	35
Used marijuana on school property in the previous month	6	NS	9
Ever used inhalants	13	NS	22
Had sexual intercourse prior to age 13	5	NS	8
Had sexual intercourse with 4 or more people in their lifetime	11	NS	16
Used alcohol or drugs before last intercourse (among those who have had intercourse in the past three months)	24	NS	33
Ever had been pregnant or gotten someone pregnant	3	NS	6
Exercised to control weight in the previous month	61	NS	56

In addition to the YRBS survey, The Michigan Department of Community Health (MDCH) conducted a survey of Michigan's high school and middle school students enrolled in grades 6, 8, 10, and 12 (see Attachment attached for report, *The Michigan Substance Abuse Risk and Protective factors 2000/2001 Survey: Public School Results*). This survey included core indicators of violence and drug use as well as protective factors that serve to buffer the negative effects of risk factors. The 2000/2001 survey serves as a baseline for subsequent surveys conducted bi-annually.

Local evaluations also are used to assess the impact of drug and violence programs funded under SDFSCA. Process and outcome indicators and related results for 2001-2002 grantees are provided in Attachment A. Overall, results show improvements in anti-drug and anti-violence attitudes as well as decreases in drug use and violent behaviors for most of the funded programs.

GOAL 3. To encourage state, regional, and local interagency and community coordination and collaboration.

PERFORMANCE REPORT

Interagency and community coordination and collaboration have been hallmarks of ODCP before and during the past reporting period, and will continue to flourish under the leadership of the new Director, Ms. Yvonne Blackmond. ***ODCP has developed and nurtured a philosophy of collaboration and coordination as it seeks to increase operational efficiency in an atmosphere of accountability and limited financial resources.***

During the 2001-2002 reporting period, ODCP has been involved with the following:

- Governor's Education Goals Panel
- Michigan Association of Nonpublic Schools
- Michigan Safe Schools Task Force
- Michigan Department of Education workgroups
- Comprehensive School Health Association State Steering Committee and Comprehensive School Health Coordinators' Association
- Michigan State Police
- Family Independence Agency
- Partnership for a Drug-Free Michigan
- Safe School Initiative Workgroup - Michigan State University, School of Criminal Justice
- Michigan Assets Strategy Team
- Michigan Prevention Network
- Archdiocese of Detroit
- Prevention Coalition of Southeast Michigan
- Michigan Domestic Violence Prevention and Treatment Board
- Michigan Association of Drug Court Professionals
- Michigan Substance Abuse Coordinators Association
- DARE Advisory Board of Michigan
- Youth Risk Behavior Survey Project – Michigan Department of Education and Michigan Department of Community Health
- Center for Educational Performance and Information
- Michigan State University, College of Education

ODCP also has established a state-level steering committee for Title IV, Safe and Drug-Free Schools and Communities Act projects, comprised of local educational agencies, intermediate school districts, nonpublic schools, parents and universities.

GOAL 4. To implement an evaluation design to determine whether the goals and objectives have been accomplished according to plan.

With assistance from external consultants since 1996, ODCP has worked toward the development of feasible, cost-effective evaluation systems and procedures that promote regular monitoring of its goals toward drug and violence prevention.

State-level evaluation activities conducted during the 2001-2002 reporting period included the development of a measurement plan for each of the State's goals under SDFSCA. The measurement plan involves (a) the use of a statewide survey to monitor progress in reducing violence and illegal drug use among Michigan youth, and (b) the development and statewide dissemination of measures for use in local evaluations in order to more clearly link SDFSCA program efforts to youth outcomes (see Goal 6 for more information).

Near the end of this reporting period, ODCP began work on the creation of an evaluation toolkit for SDFSCA grantees, as a method to further create common evaluation language and measures among grantees as well as serve to enhance ODCP's efforts to demonstrate that prevention works in Michigan. Consistent with the philosophy of collaboration at ODCP, the toolkit was co-authored by the Manager of the Education Section of ODCP, the Director of the Michigan Institute for Safe Schools and Communities at Michigan State University, and an independent evaluation consultant, with feedback provided by several Title IV grantees.

Future efforts to refine and implement the state-level evaluation plan will be a key priority of Director Blackmond, who has included accountability/evaluation as one of her three mandates for ODCP. To this end, Director Blackmond has convened an Accountability/Evaluation work group of evaluation experts and researchers whose charge is to refine evaluation systems for each section of ODCP (education, prevention, treatment, and law enforcement) as well as create uniform evaluation practices across sections where applicable.

GOAL 5. The ODCP expects to increase the level of nonpublic school participation by providing information on the potential benefits of participation in the form of technical assistance, communication to local educational agencies and consortia, public communications, and meetings and communications between the nonpublic school associations, organizations and other entities representing the needs of nonpublic school students, and the ODCP.

PERFORMANCE REPORT

The number of nonpublic schools which participate in Title IV increases yearly, which is due in part to coordination and collaboration between ODCP and various nonpublic school associations and the state-level Catholic Archdioceses. Leaders of the Michigan Association of Nonpublic Schools and Catholic Archdioceses also participate as members of the statewide Title IV, SDFSCA steering committee.

Efforts to increase nonpublic school participation also have included assurances from LEAs/consortia on the inclusion of nonpublic schools interested in providing or receiving prevention programs. ***Because many LEAs/consortia are challenged by limited resources and expertise, ODCP has made concerted efforts to help them increase participation from nonpublic schools by providing informational meetings, workshops and technical assistance. In addition, the ODCP Education Section has shown genuine concern for the challenges faced by LEAs/consortia in recruiting and providing prevention programs to nonpublic schools, which has promoted trust and regular communication and dialogue between ODCP and the local communities.***

GOAL 6. To increase the level of compliance among local school districts regarding the public reporting of needs assessment, goals and objectives, and progress.

PERFORMANCE REPORT

Since the establishment of the Title IV Principles of Effectiveness in 1998, ODCP has greatly enhanced its focus on compliance, especially regarding evaluation. Although accountability is a primary catalyst for improving the evaluation compliance of grantees, evaluation also has been promoted by ODCP as a means by which grantees can improve programming, enhance decision-making, provide information to stakeholders and to the prevention field, secure additional resources for program, and demonstrate that prevention works in Michigan schools and communities. ***Promoting the utility of evaluation beyond that of accountability has helped ODCP to make evaluation meaningful to grantees and reduce their negative perceptions and fears of evaluation.***

During the 2001-2002 reporting period, state efforts toward evaluation were directed at building grantees' capacity in two ways: (a) develop measurable outcome goals/objectives and (b) demonstrate the effectiveness of programs through evaluation designs which include objective outcome data collected systematically using valid and reliable measures. These areas were chosen for improvement based upon evaluations of ODCP by two independent evaluators (Michigan Public Health Institute and HealthCare Data, Inc.). In addition, ODCP has been concerned that many coordinators' use of the Principles of Effectiveness is fragmented (e.g., goal statement is not linked to need, program and/or evaluation) and/or superficial (e.g., measurable goals are written but not being carried out or are changed afterward without approval from ODCP).

In an effort to provide additional guidance to grantees on these issues, ODCP developed online application materials (using the Michigan Education Grants System) including

links, which outline and guide applicants through the requirements for each Principle. As a supplement to the online application, ODCP provided training and technical assistance workshops on the development of outcome goals/objectives (and logic models) and the use of evaluation, using the Principles of Effectiveness as the framework. In addition, ODCP made available (via trainings and web) pre-and-post test self-report surveys (designed by Dr. Harry Perlstadt at Michigan State University) of attitudes and behaviors related to drugs and violence for use with elementary-, middle- and high-school-age youth.

As a result of these efforts, over 90% of grantees in 2001-2002 successfully developed outcome goals/objectives and utilized evaluations with pre/post outcome measures (see Attachment A: Michigan Performance Report Data: Education Formula and Supplemental Grants).

GOAL 7. To provide technical assistance to local educational agencies regarding their drug and violence prevention program in accordance with Section 4116 of the SDFSCA.

PERFORMANCE REPORT

Technical assistance is viewed by ODCP as the primary means by which grantees acquire knowledge and skills on issues related to drug and violence prevention programs.

ODCP provides quarterly training and technical assistance as well as quarterly meetings open to all LEAs/consortia. In addition, specific workshops are held each year for LEAs/consortia at the beginning of their grant year.

A list of training and technical assistance meeting dates is provided in Attachment E.

To determine the prevention-related status and needs of LEAs/consortia in their respective communities, *the Michigan Department of Community Health conducted a Community Prevention Systems Assessment (COMPSA) Survey, which will be used by ODCP to focus technical assistance efforts.* The survey was part of Michigan's State Demand and Needs Assessment Studies: Alcohol and Other Drugs. Seven domains were measured: substance abuse objectives addressed and activities/services provided, populations served, location of prevention service delivery, prevention staff and budget resources, data uses, collaboration among providers, and perceived barriers to effective prevention service delivery.

V. Brief description of exemplary programs

Four school programs described below best describe the positive outcomes of the Title IV-funded programs in Michigan's schools: Hamtramck Public School District, Oscoda Schools, Taylor Schools and Wayne-Westland Community Schools.

SCHOOL NAME: Hamtramck Public School District

PROGRAM TITLE: *Second Step Program*

SDFSCA Coordinator: Anne Marie Strozynski
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Hamtramck, MI 48212-0012

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OVERVIEW OF PROGRAM:

Second Step is a school-based social skill enhancement program designed to reduce violence and prevent future violence-related problems. In a representative survey of district parents, a significant number believe that arguments, fighting and disrespect for others are serious problems in the community and/or schools. In addition, there are low levels of understanding, trust, communication and peaceful coexistence among the various cultural/ethnic groups that represent large proportions of the city population. There are large numbers of refugees (approximately 150 each year) who left their countries because of political/religious persecution. Many students are from cultural/religious groups that are enemies and violently oppose each other (e.g., Bosnian Serbs and Albanians) but as immigrants they must live and attend school together in small densely populated Hamtramck despite any residual animosities or trauma experienced in their homelands. A significant percentage of disciplinary referrals for threats/intimidation, fights and other violent behaviors are linked to ethnic/cultural group differences of misunderstandings. The heavy influx of immigrants and "outflows" of those who leave Hamtramck for economic and other reasons serves to diminish the quality of the learning environment as well as peer relations.

SDFSCA FUNDING: Yes

	<u>2001</u>	<u>2002</u>
Formula	\$37,956	\$18,596
Supplemental	\$60,000	\$20,000

OTHER PREVENTION FUNDING: None

YEARS OF PROGRAM EXISTENCE: Two Years

STRATEGIES AND PROGRAMS IMPLEMENTED:

The goal of Second Step is to reduce violence and prevent future violence by enhancing three skills: empathy, impulse control and anger management. Each skill is taught as a curriculum of 17-20 lessons. Empathy lessons are presented first, followed in sequence by lessons for impulse control and anger management. The lessons are presented weekly, each lasting approximately one hour. Instructional methods for the lessons include discussions, role-playing, literature connections, writing/drawing, audiotapes, videotapes and/or puppets.

NUMBER STUDENTS/AGE GROUPS/PARENTS SERVED:

Second Step was implemented in the Hamtramck Public Schools by teachers at all district elementary schools and the middle schools during the 2000-2001 school year. All grades finished implementation by May 2001. All lessons were presented in the classrooms during the regular school hours. This program served approximately 2,700 students in Pre-K through 8th grade.

Among the students were approximately 300 first-year students who transferred to the district from other districts, states or countries. Of these first-year students at least 75% spoke a native language other than English and were paired with a student of the same language who learned Second Step last year, or a paraprofessional to help the new student adjust. Each participating elementary school also had parent sessions at the school or a community site throughout the school year.

OUTCOMES - HOW EFFECTIVENESS IS DETERMINED:

Several measures and measurement sources were utilized to document program efforts and effects: Classroom Observation Checklist; Student pre-post test; teacher post-program survey and disciplinary referrals. At least 40% of the student population for each gender, grade and native language group was included in the outcome evaluation sample (i.e., those who completed a pre-post test). Long-term (2-year) changes in empathy, impulse control and anger management skills for grades 3-6 reveal a significant improvement in all three areas for each cohort. The average gain in scores was 37%. The findings also suggest that Second Step was equally effective for males and females and for all of the predominant language/ethnic groups and subgroups represented in the district. First-year students to the district who possessed Limited English Proficiency were assessed for changes in empathy, impulse control and anger management using the same pre-post, self-report instrument, but translated into their native language by a teacher, student or paraprofessional. Results for these students show gains in all three areas, though somewhat less marked than for English-Proficient Students.

Behavioral changes were monitored for 2000-2001 and compared to 1999-2000 using disciplinary referral reports completed by teachers and other staff. Results show a decrease in referral rates for disrespect for adults and for verbal disruptions. The reduction in verbal disruptions was statistically significant and is consistent with teacher reports of more impulse control among students during classroom sessions. Anecdotal reports from teachers indicate that many transferred the knowledge learned from Second Step to their day-to-day interactions. Among students who received the complete program, there were frequent reports of them using "I" messages, apologies and other healthy ways to communicate feelings, which is emphasized throughout the curriculum. These students also reportedly engaged in fewer impulsive behaviors such as interrupting and lashing out verbally.

SCHOOL NAME: Oscoda Schools

PROGRAM TITLE: *Middle School Success Program*

SDFSCA Coordinator: Peggy Hendrickson, MA, MSW, ACSW
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PROGRAM OVERVIEW:

The Oscoda Middle School Success Program is one component of a three-county School Success initiative (Iosco, Ogemaw, and Oscoda Counties) that includes eight schools in which the Elementary School Success Program is provided and three schools at which the Middle School Success Program is in place.

School Success Program includes:

- A. Systematic identification of children with at least three research-based risk factors for substance abuse, as demonstrated in the school environment by high rates of absenteeism, acting out behaviors, poor interpersonal skills, emotional problems, withdrawal from or rejection by peers, poor physical appearance, poor academic achievement, and/or close association with peers, older siblings, or other family members who use alcohol, tobacco, or other drugs.
- B. Assessment process that solicits information from student, family members, and school representatives. Assessment process includes the development of a support team for each child and incorporates person-centered planning.
- C. Year-around services tailored to the individual participants that include:
 - Individual support.
 - Small-group enrichment and skill-building activities.
 - Family intervention with emphasis on home visits.
 - Teacher consultation.
 - Classroom presentations (either as a formal part of the program in some schools or based upon requests in other schools).
 - Community-based prevention activities using interagency collaboration.
- D. Small group intervention emphasizes topics related to substance abuse and violence prevention and incorporates curricula including Project Alert, Life Skills Training, and Second Step Conflict Resolution Program.

SDFSCA FUNDING: Yes (\$50,000 funding for a 1.0 FTE assigned to Richardson Middle School.)

	<u>2001</u>	<u>2002</u>
Formula	\$ -0-	\$ 9,846
Supplemental	\$ 52,840	\$50,000

OTHER PREVENTION FUNDING:

Annual budget for 7.75 FTE staff is \$455,163, including the Title IV allocation cited above.

YEARS OF PROGRAM EXISTENCE:

The School Success Program has been in existence at AuSable Valley CMH for 13 years. The Oscoda Middle School Program has been in place for eight years through a variety of state and federal funding sources. In 1995 the Middle School Success Program received national recognition by the U.S. Center for Substance Abuse Prevention as an “Exemplary Substance Abuse Prevention Program.”

STRATEGIES AND PROGRAMS IMPLEMENTED:

See #1 above.

NUMBER OF STUDENTS OR PARENTS SERVED:

- 209 children participated in School Success services (individual, group, and family intervention); 36 of these were served at Richardson Middle School in Oscoda with Title IV funding.
- 302 parents of these children received family intervention including home visits.
- 92 children participated only in small groups.

OUTCOMES – HOW EFFECTIVENESS IS DETERMINED:

These outcomes are from the Oscoda Middle School Success Program only and are based upon the analysis of anonymous, coded participant pre-test/post-test surveys:

1. Reductions in alcohol, tobacco, and other drug use:

<i>Substance</i>	# reporting at intake	# reporting at post-test	% of students not using at end of program
Tobacco use only	3	0	100%
Alcohol use only	1	0	100%
Tobacco and alcohol use	6	5	83%
Tobacco, alcohol, and marijuana	2	2	100%

2. Increase in appropriate attitudes towards alcohol, tobacco, and other drug use.

ATTITUDES	Cigarettes		Alcohol		Drugs	
	Pretest	Post-test	Pretest	Post-test	Pretest	Post-test
% Disapproving of use	47%	95%	68%	95%	89%	95%

3. Decrease in violent and potentially violent behaviors.

Survey Item	# Reporting at least one incident at in-take	# Reporting at least one incident on post-test	# and % who decreased number of incidents	Net decrease in behaviors (increments)
Arguments per week with another person at school	19	11	19/100%	35
Pushed, shoved, slapped, or kicked another student in past 30 days	19	11	17/89%	24
Threatened to hit or hurt another student in past 30 days	11	6	10/91%	11
Mean to someone when I was angry in past 30 days	17	14	12/71%	19
Angry most of the day during past 30 days	17	11	12/71%	17

During FY 2001, the entire School Success Program yielded these outcomes based upon participant self-report, parent self-report, and school records:

- 81% of participants with chronic absentee problems decreased absenteeism by 59%.
- 79% of participants with a history of being removed from the classroom due to acting out behaviors decreased these removals by 64%.
- 67% of participants who had been expelled from the school bus due to behavior problems decreased bus expulsions by 83%.
- 73% of participants who had a history of school detentions decreased detentions by 83%.
- 83% of students who had received suspensions from school as a disciplinary action decreased the number of school suspensions by 84%.
- 80% of participants who had a history of serious conflict in their homes reduced incidents of conflict by 76%.
- 92% of elementary school participants and 89% of middle school participants improved academic performance.
- 93% of participants who were working to build developmental assets were successful.
- 90% of participants with problems related to conflicts with peers decreased weekly incidents by 75%.
- 91% of participants with poor peer relationships increased the number of persons with whom they could get along well by 85%.
- 87% of participants' parents who worked towards increasing communication with school personnel made significant progress.
- 100% of parents who had problems related to accessing services for their children were successful in making these linkages.
- 76% of parents who worked towards improved family management skills were successful.

SCHOOL NAME:	Taylor School District
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PROGRAM TITLE: *Taylor Teen Opportunities through Prevention (TTOPS)*

Project Contact: Sandra L. Klük
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Taylor, MI 48180

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E- Mail: kluks@taylor.k12.mi.us

OVERVIEW OF PROGRAM:

Since 1995, the Taylor Schools, Taylor Police Department – Youth Bureau, and the Taylor Teen Health Center (TTHC) have collaborated to provide a highly successful, innovative youth diversion program called Taylor Teen Opportunities through Prevention Services (TTOPS). The mission of TTOPS is to enhance personal accountability and healthy skill development for 11- to 17-year-old Taylor juvenile delinquents who are first time or early offenders. Ultimately, TTOPS is designed to reduce delinquent behavior, including offenses related to violence and illegal drug use. TTOPS allows accountability and intervention to occur within the community, where the youth reside, rather than having the youth placed in the court system. TTOPS is the only court diversion program in Taylor, and since its inception has served over 500 youth and their families.

SDFSCA FUNDING: Yes 2001 - \$70,854
Previously, TTOPS was funded under the Governor’s Discretionary Grant in 1995 (\$118,278) and 2000 (\$32,102).

OTHER PREVENTION FUNDING:

Typically, the cost to fund TTOPS is \$130,000 for a 12-month period. During the years in which ODCP has provided funding for TTOPS, other funding sources have accounted for between 27% and 75% of the total budget. Funding sources for TTOPS varies from year to year, but most often include:

- Wayne County Youth Assistance
- Family Independence Agency – Juvenile Justice Grant Unit
- Juvenile Accountability Incentive Block Grant (JAIBG)
- Community Foundation for Southeastern Michigan – Healthy Youth & Senior Fund

YEARS OF PROGRAM EXISTENCE: 7 years (since 1995)

STRATEGIES AND PROGRAMS IMPLEMENTED:

- *Personal/social skills development.* Youth will receive at least 14 hours of the middle school version of Second Step, which is a violence prevention program that uses experiential education, training, and group activities to promote healthy personal and prosocial skills development. Each program will occur over a period of 8 weeks (Fall, Spring) or 5 weeks (Summer) and will also include adventure education at Wayne County RESA, a “reality tour” of the Wayne County Jail, visit to a local senior center, and recreation.

- *Community service.* All participants will complete between 15-50 hours of community service, depending on the severity of the criminal/status offense. The service will be supervised by a TTOPS police officer. Youth who do not complete the prescribed amount will be petitioned to court or otherwise receive sanctions for their noncompliance.
- *Monthly probation meetings.* The TTOPS facilitator, who will assess progress in meeting community service and other restitution goals, will conduct probation meetings, each lasting ½ to 1 hour.
- *Parent groups.* Systematic Training for Effective Parenting (STEP) courses will be offered to parents of TTOPS participants during the same months of the youth summer, fall and spring skills programs. Presented in four one-hour sessions, STEP will focus on several topics that are critical for parents: understanding you and your teen, changing your response to your teen, communicating respect and encouragement, encouraging cooperation and solving problems, and using consequences to build responsibility.
- *Family/participant assessment and referrals.* At the intake assessment and on an as-needed basis, participants and their families will be offered assessment and referrals to TTHC and other local health agencies.

In addition to programs and services, TTOPS is a community collaboration effort of three city organizations - the Taylor Public School District, the Taylor Police Department and the Taylor Teen Health Center. This collaboration has proven very effective and has been found to be an ideal approach in providing comprehensive diversion programming because it's more difficult for youth to "fall through the cracks" if they are served by a network of community organizations. The role of each partner is as follows:

- ***Taylor Schools.*** The district serves as a primary referral source, based upon a school-based referral process coordinated by the TTOPS facilitator. The district also provides support services (e.g., office space for counseling, access to student records, and a source for feedback on offenders' progress) for participants as they progress through the program. Finally, the district serves as the fiduciary for TTOPS funds received from the state Office of Drug Control Policy, the state Family Independence Agency and the Wayne County Youth Assistance office. The SDFSCA coordinator provides project support and budget services.
- ***Taylor Police Department, Youth Bureau (YB).*** Established over 30 years ago, The YB provides law enforcement, counseling, probation and safety services to youth and their families in the community. A TTOPS officer oversees the program's probation and community service components, and provides referrals and social skills programming. The YB, with assistance from the Wayne County Courts, tracks youth after they complete TTOPS in order to monitor long-term recidivism and provide further programming and support, as needed. The YB serves as the fiduciary for TTOPS funds received from the U.S. Department of Justice.
- ***Taylor Teen Health Center (TTHC).*** TTHC's goal is to ensure that the physical, social and psychological health needs of youth are met in a comprehensive, consistent and quality manner. All prevention programs are behaviorally-based, promoting skill development and behavior modification. TTHC's main role in TTOPS is to provide assessment, social skills training, counseling and referral before, during and after participation in the program. In

conjunction with the TPD-YB, TTHC oversees the program's probation and community service components, and provides referrals and social skills programming.

In addition to these partnerships and their respective roles, TTOPS provides community education in building awareness about delinquency prevention and youth assistance referral services among school administration and staff, parents, and community agencies. TTOPS staff members also attend regional youth assistance coordinators meetings, where ideas about programs and local resources are shared. These efforts have resulted in a demand for TTOPS services that outpace our current capacity, as well as requests to replicate the program in other communities.

OUTCOMES –HOW EFFECTIVENESS IS DETERMINED:

A formal evaluation of TTOPS has been conducted each year (1996-2001). The process and outcome evaluation is designed to utilize multiple methods (e.g., pre-post surveys, observations) and multiple sources (e.g., participants, parents, court records) in order to capture a comprehensive, realistic picture of participant changes in attitudes and behaviors. The outcome evaluation of changes in violence involved measurement using (a) a self-report, pre/post survey of violent behavior and (b) data on participants' recidivism, including violence- and drug-related offenses, collected locally (Taylor Police) and county-wide (Wayne County Juvenile Court) during the program and up to six months after program participation. The following are key results from the outcome evaluation:

- The most recent pre/post survey results (2000-2001) showed a *33% decline* (from 23.4% to 15.6%) in the average percentage of TTOPS participants who reported *violent behavior*. These results were similar for males and females, although the initial rate for males (32%) was significantly higher than for females (14%).
- *Recidivism rates* (from county-wide court records) for all TTOPS participants during and immediately after their completion of the program have been *extremely low, averaging 7%* across all program years. Among youth in TTOPS for violence-related offenses, only 25% recidivated within six months after program graduation.
- To more rigorously test program effectiveness, TTOPS was evaluated in 1995-1997 using a *quasi-experimental, matched comparison-group evaluation design*. The results showed that *long-term recidivism rates for TTOPS graduates (n = 37) six months after the program were 6 times lower (at 8%) compared to a rate of 50% for a comparison group of non-program youth (n = 32) who did not receive TTOPS, but who were similar to the program group in the type and date of offense, age and ethnicity*. Even one and one-half years after their completion of TTOPS, the recidivism rates were significantly lower for the TTOPS graduates (*n = 68*) – at 31% for females and 47% for males – than rates of 61% for females and 72% for males in a matched comparison group (*n = 58*).
- Changes in TTOPS participants' behavior also were assessed using a post-only, self-report survey and reports of staff from program notes, meetings and focus groups. Several positive changes included an increased sense of communication skills, positive peer relations, personal and community responsibility, and healthy risk taking. The large majority (*at least 85%*) of participants believed that TTOPS helped them to realize the consequences of breaking the law, to avoid breaking the law in the future, and to respect police officers.
- *Forty-five percent of parents* interviewed after the program reported that TTOPS helped their child behave better at home (listens better, respects others, and obeys rules).

SCHOOL NAME: Wayne-Westland Community Schools

PROGRAM TITLE: Service Learning

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OVERVIEW OF PROGRAM:

This is an expanding and a multi-faceted program. Tinkham Alternative High School has integrated this approach into all areas of learning. For the last two years, the district has expanded service-learning to include elementary, middle and high school staff and students. This approach involves a four-step process in which students do a needs assessment, develop a plan, intervene with service, reflect upon their experiences and learning, and demonstrate what has been accomplished. Service-Learning initiatives have increased significantly in targeted Wayne Memorial High School. There is a strong initiative targeted at ninth graders as well as a literacy corps and leadership team.

The involvement of community members, experts, and University of Michigan mentors provide additional role models to student participants. Several partnerships have developed including those between the high schools and elementary schools, with the University of Michigan Residential College and the University of Michigan School of Education. This contributes to building resiliency through role modeling. Peer norms have begun to visibly shift toward greater respect, sense of belonging and usefulness. The University of Michigan undergrad Peer Counseling Office is staffed in the high school that are available to middle school students for conflict resolution, drug use issues and tutoring.

SDFSCA FUNDING: Yes

	<u>2001</u>	<u>2002</u>
Formula	\$ 74,027	\$ 87,401
Supplemental	\$150,000	\$150,000

OTHER PREVENTION FUNDING: None

YEARS OF PROGRAM EXISTENCE: Five Years

STRATEGIES AND PROGRAMS IMPLEMENTED:

Literacy Corps: This is an intensive program for high school students at high risk for dropping out of school. For six to eight weeks, an in-depth training on literacy instruction including diagnosing reading problems, and addressing these problems through phonemic awareness and whole language, and comprehension skills are taught. Each student is then paired up with a second or third grade student, also at risk. Throughout the school year, literacy corps students teach and mentor these youngsters resulting in both students gaining self-esteem, new literacy skills, and an increase in resiliency.

Wayne-Westland Community Schools (continued)

Henry Ford Museum & Greenfield Village Youth Mentorship Program: This multifaceted program is an alternative for at-risk high school students who are struggling in the traditional setting. Using a broad approach, students are mentored and receive job and life skills training. In addition, counseling and health support are provided as needed.

NUMBER STUDENTS OR PARENTS SERVED:

Secondary:	Wayne Memorial High School	1,230
	John Glenn High School	280
	Wm. D. Ford Career/Tech	900
	Tinkham	85
	Henry Ford Museum	19
	8 th graders – Celebrate Wayne	525
	Stevenson Middle School	15
	Marshall Middle School	65
	Adams Middle School	125
	Franklin Middle School	364

Total – Direct Services 3,608

Elementary:	Lincoln	330
	Jefferson Barns	247
	Vandenberg	221
	Roosevelt – McGrath	477
	Hamilton	364
	Total - Direct Services	1,639

Parents:	Family Resource Center	
	Telephone Triage	4,264
	Parenting classes	219
	Lincoln/Jefferson	
	Incoming kindergarten	
	<u>Parent program</u>	<u>38</u>
	Total Parents Served	4,521

Teachers:	Service-Learning Training	19
	<u>Student Teachers</u>	<u>43</u>
	Total Teachers Served	62

OUTCOMES - HOW EFFECTIVENESS IS DETERMINED:

Students participating in these programs were pre and post surveyed using the Wayne Westland Student Connectedness Survey. When possible, control groups were also pre and post surveyed. The Greenfield Village Youth Mentorship program has been evaluated over the past five years and demonstrates an increase in grades, attendance, and overall achievement with a reduction in suspensions. Across several years of data collection, the greatest changes in positive attitude

change has been for students where prevention efforts were intensive and aimed at the highest risk students in the school district. Wayne High School students and Tinkham alternative students often come from households at lower income levels. Data indicates a 5% decrease in violent incidences at school from 1999-2000 to the 2000-2001 school year.

The average resiliency survey scores at Jefferson Barns Elementary School (88-5th graders pre-post) indicated a 19% increase in student attitudes when staff participated in an on-going training in resiliency building.

At Tinkham Alternative High School, students are there due to problems in academics, behavior and attendance. Many are referred directly from the juvenile justice system as a transition high school. With its 56 students surveyed, there was an increase in positive school attitudes of 20%. Four items had statistically significant improvement relative to other high schoolers who received no intervention (control group). The four attitudes that improved were:

People at this school want me to do my best
I am an important person at this school
I like school (key indicator for dropout prevention)
I have learned better ways to use my time at school

Among 24 students longitudinally tracked at Tinkham, they increased their GPA's from a 1.61 to a 2.46 after a minimum of a year participation in service-learning projects. Whereas a similar at-risk population in the control group, (28 students) maintained a 1.78 GPA and had no measurable gains (1.58 GPA at end of study). Within this same population, at baseline, before intervention, each student averaged 3.5 suspension events with an average of 18 days of suspension absences for misconduct and violence. The at-risk matched group had 2.23 suspension events with an average of 6 days of suspension absences. Post intervention, the control group increased to 6.4 suspension events, averaging 20 –22 days of suspension absences. Tinkham students averaged 3.5 events post-intervention. While this appears a maintenance for Tinkham, without intervention, it is predicted that the number of events would have increased significantly. Intensive analysis of the suspension events revealed that Tinkham students had fewer physical fights as reasons for their suspensions. This also resulted in many fewer police calls.

In the 1997/1998-baseline school year over 300 10th graders answered the school connectedness survey. Only 38.5% strongly agreed/agreed that they liked school. In April of 2001, after participating in service-learning and leadership programs, 49% answered that they liked school. A control group at the other high school with minimum intervention demonstrated no statistical movement in the percentage of students who liked school (42 TO 44%). Remember, this question is directly linked to dropping out (national longitudinal study).

In 1996, there were over 50 calls to the local police department for student fights at Tinkham Alternative High School. By 2000, the average was 4 calls per year. This cumulative improvement is a result of Tinkham's multi-faceted wrap-around approach.

The following two case stories are examples of program success:

Henry Ford Museum & Greenfield Village Youth Mentorship Program

JASON: Jason was a gang kid who was on parole. He definitely benefited from the mentorship relationship. He worked as a welder in the garage. He learned all of the necessary skills and earned certificates for what he was doing at the Museum. He did graduate from high school and obtained a job as a welder making more money than those at the Program. However, he did need tools to start his new job, which was very expensive. All of his mentors pooled their money to buy the tools he needed to get him started. He completed an aviation mechanics program and is now in the service with plans to continue his education.

GEORGE: A high school senior had been kicked out of his house and arrested. The high school was not sure if he would graduate. His mentor at the Museum became very involved in his life. He talked to the judges and probation officers on his behalf. He wanted his punishment to be tough in order to scare him. Because of the office's encouragement and requirements of drug testing (through his parole officer), he quit drugs and worked on an academic career. He graduated and entered college at Washtenaw Community College. He was accepted at Eastern Michigan University but decided to save money by going to at WCC.

Service-Learning – Tinkham Literacy Corps

JESS: A 10th grader at Tinkham Alternative High School, a school designed to serve students who have had significant difficulty in the traditional high school setting with behavior, academics and attendance. Jess has shown remarkable progress over the past three months (when she began her tutoring experience in the Tinkham Literacy Corps, a daily service-learning class focused on cultural literacy). While her high school career average is below a 2.0, her last card-marking grades averaged 3.15. Here is one of Jess' reflections, written in January 2002:

Being a tutor is a very privileged opportunity for me. My tutor's name is Shelly. She's 9 years old and attends Jefferson-Barns Elementary in 4th grade. For the past few weeks, we've been working on an Asia book. She picked out the three countries that our book's about. She is a very great reader and she's lots of fun. She colored and read the story. She tells me what she understands about it and what not.

Being a tutor made me a more self-controlled person around younger people. It also makes me see what it's like being young and looking up to responsible people. This has changed the way I am and turned me into a more responsible, mannered young adult. I'm very happy and more mature being a tutor.

VI. Attachments

- A.** FY 2001-2002 Michigan Performance Report Data: Education Formula and Supplemental Grants
- B.** 2001 Youth Risk Behavior Survey Results Fact Sheet
- C.** The Michigan Substance Abuse Risk and Protective Factors 2000/2001 Student Survey: Public School Results
- D.** List of Training and Technical Assistance Activities: January, 2001 - June, 2002
- E.** 2000-2001 Community Prevention Systems Assessment (COMPSA) Survey